

SUMMER, 2020

SEGUE INSTITUTE FOR LEARNING

APPLICATION FOR NEW SEATS: MATERIAL EXPANSION



SEGUE INSTITUTE FOR LEARNING
325 COWDEN ST.
Central Falls, RI 02863

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1. Cover Sheet

Name of Charter: Segue Institute For Learning **Charter Type:** Independent
Location of Charter School: 325 Cowden St. Central Falls, RI 02863
Enrolling Communities: Central Falls
Primary Contact Name: Angelo Garcia
Primary Contact Role: Founder/Executive Director
Address: City/State/Zip: 325 Cowden St. Central Falls, RI 02863

Primary Contact Signature: _____



Date: July 7, 2020

Phone: 401-721-0964

Email: Angelo.Garcia@SegueIFL.org

Charter	Grade Levels Served	Enrollment	Communities Served
AY20-21 for the current charter (expansions only)	3-8	240	Central Falls
AY21-22 proposed new or expanded charter	K;3-8	280	Central Falls
AY22-23 proposed new or expanded charter	K,1;3-8	320	Central Falls
AY23-24 proposed new or expanded charter	K-8	360	Central Falls
AY25-26 (5-years) proposed new or expanded charter	K-8	360	Central Falls
Proposed new or expanded charter at-scale	K-8	360	Central Falls

Board Chair Name: David Ahlborn

Organization/Title: Teacher, The Wheeler School Providence, RI

Signature of Charter Board Chair: _____



Print Name: L. David Ahlborn

Date: July 7, 2020

2. Executive Summary

The Segue Institute for Learning (Segue IFL) respectfully requests to expand from a grade 3-8 school, into a full K-8 program, serving a total of 360 scholars by the year 2023. This expanded model would require the approval of three new grade levels (K,1,2), each serving 40 additional students. This expansion would not constitute the addition of a new school, and no changes are requested to our sending community.

Originally opened in 2009 in response to a community need for high quality middle school seats, Segue IFL firmly established its mission to foster a community where students take ownership of their education, receive rigorous academic experiences, and are prepared to excel after graduation. Segue IFL has since grown into a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.

In 2015, with the guidance of RIDE, a conservative school reconfiguration was approved to allow Segue IFL to open its doors to learners in grades 3-5, in addition to its founding grades of 6-8. This change did not constitute an expansion, as no changes to the school's enrollment cap were made. Subsequently, Segue IFL has maintained static total enrollment, while adding one new (reduced size) grade level per year. Segue IFL will complete this reconfiguration by hosting its first third grade cohort in the 2020-2021 school year.

Segue IFL views the timing of this proposal as critical, as the City of Central Falls' traditional education system has expressed an elevated need for support due to an unprecedented influx of new students, confounding the problem of low academic performance district-wide. It is apparent that this need is felt by families, as applications for Segue IFL far exceed the number of students that the school can serve each year. Moreover, this need is elevated by the economically disadvantaged status of the Central Falls community, which looks to Segue IFL not only as an education provider, but also for wraparound services.

Given the tremendous need in Central Falls, the choice to reconfigure Segue IFL, rather than participate in a full material expansion, was a difficult one. At the time, Segue IFL already boasted strong family engagement, high levels of student satisfaction and operational success, and strong placements of its graduates to the high schools of their choice. However, although Segue IFL was outperforming its sending district, its students' academic proficiency was critically low. In addition to reconfiguring grades, Segue acknowledged that it needed to place greater emphasis on academic growth before it could expand to serving more students each year.

In the enclosed proposal Segue IFL has done its best to articulate the changes that it has made to now demonstrate readiness for a formal expansion. This is the story of the school's transformation from federally identified for low performance, to a 3-Star school on the state performance system (outperforming all other schools which strictly serve the city of Central Falls and meeting all statewide expectations for charter schools). However, a critical detailing of areas for growth has also been included, as well as a rationale for how a material expansion can support the achievement of the full school community, not just affect students in added grades.

Additionally, in order to execute its plan, there were several financial considerations made. First, Segue IFL acknowledged the need to transform its space and purchase the necessary furniture, technology and materials to serve an additional 120 students, as well as make minor facility adaptations to ensure a conducive learning environment for its youngest learners. Moreover, through its expansion Segue IFL intends to reorganize its administrative team, as well as add several school support staff and classroom-based educators. Segue IFL will also invest in the training and curricular materials necessary to ensure that its elementary model is both aligned yet distinct from its middle school model. Segue believes these changes are attainable given its track record of strong organizational oversight. Owning both of its buildings outright, Segue IFL already hosts the space to accommodate additional students.

In polling its families, Segue IFL found overwhelming support for its proposal. The school is confident that this expansion presents an opportunity to expand its reach internally as well as contribute to

systemwide improvement, through collaborative projects with its traditional peers funded through the Federal Charter School Partnership Grant. Segue IFL looks forward to your review of the enclosed materials and to all follow up conversations.

3. Mission Statement

The mission of Segue IFL is to foster a community where students take ownership of their education. Segue scholars receive a rigorous academic experience that prepares them to excel in the high school and eventual college setting of their choice. At Segue, it is believed that all students are *At Promise*, versus the problematic label of “At Risk”. The Segue Institute for Learning is a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.

As a result of the proposed K-2 expansion, Segue IFL intends to reaffirm its mission and expand its mission’s reach. In particular, Segue IFL will double down on its commitment to the city of Central Falls by reaching the community’s youngest learners and their families. It will fully embrace a longer pipeline of student learning to ensure that all at promise youth are given a strong foundation which can be built upon at Segue and beyond. In addition, by facilitating the development of essential academic skills in a younger population of students, Segue can prepare students, from a younger age, to be challenged through applied learning projects which directly impact community need. Segue IFL will also create new space to build students’ advocacy skills, enabling them to envision successful pathways for their academic careers after they have graduated from our program.

According to national research on K-8 schools, the K-8 model that would be realized by Segue IFL’s proposed expansion would likely yield an even more mission-aligned school community. In particular, researchers have found that students in K-8 schools are more academically confident than their middle school peers in other settings.¹ Other studies have demonstrated that creating the school social context provided by K-8 model can serve as an effective intervention towards students’ social emotional success.² K-8 models have additionally been shown to boost academic success. For example, in Texas, statewide research has demonstrated that students in K-8 schools are much more likely to demonstrate

proficiency on state assessments in mathematics than their “middle school only” peers.³ *This research is critical as it has allowed Segue IFL to approach expansion from the lens of a whole-school improvement strategy.*

Segue IFL views the timing of this proposal as critical, as the City of Central Falls and its educational system have demonstrated an elevated need for support. In particular, Central Falls School Department has recently reported an unprecedented influx of over 400 students to the district mid-year, which it has admitted that it cannot support on its own.⁴ In addition, Central Falls students are in a time of elevated academic need, as the community hosts some of the lowest performing schools in the state. For example, Calcutt Middle school, the only traditional public middle school serving Central Falls, has been identified for Comprehensive Support and Improvement, signaling that it is in the lowest 5% of schools in RI across multiple performance indicators. Moreover, as of the 2019 State Report Card release, no traditional public school in Central Falls received more than two stars within the State Accountability System; In contrast Segue met expectations with a rating of 3 stars (meeting expectations). Although Segue IFL acknowledges that it too must continue to seek academic improvement, the school is confident that it can offer a viable alternative for more Central Falls students.

As a result of these combined factors, student and family demand for school choice remains high in Central Falls, with an average of 150 students applying to Segue IFL for approximately 40 seats each year. After adjusting for sibling preferences included in the school’s lottery policy, there are very few opportunities for the school to serve new families each year. Moreover, this figure does not include those families who wish to send their children to Segue for grades K-2, where the school is currently unable to accept any applications. Demand for school choice is also solidified by Segue’s peer charter schools which serve Central Falls students but are unable to offer most applicants seats within their schools due to capacity. This need is recognized not only at the elementary level, but system-wide.

In alignment with community need and its full service community school model, Segue IFL has chosen not to request any changes to its student catchment area. While there is much work to be done

state-wide, Segue IFL believes it is best positioned to continue its mission as a community hub for the city of Central Falls, ideally leading to stronger partnerships and collective growth.

As a community school, Segue IFL knows it is necessary to do all that it can to share the burdens of its community with nonprofit organizations and traditional education peers. Following this, Segue IFL is eager to expand its continuum of support, not only academically but also through the community services which the school provides, such as its food pantry, adult education courses, and social emotional/mental health support through connected agencies.

Segue is also looking forward to leveraging its expansion and anticipated CSP grant to collaborate with its traditional public school peers so that they may collectively enhance the educational opportunities available to Central Falls youth. In particular, CFSD and Segue IFL have discussed the intent to launch a partnership which focuses on support for early elementary learners and Multilingual Learners. Early conversations with the Mayor of Central Falls and the Interim Superintendent have indicated an unprecedented openness to this form of partnership.

4. Proposed New Seats & Enrollment

Description of Expansion Plan

Segue Institute for Learning proposes an expansion to serve 3 new grade levels: Kindergarten, First Grade and Second Grade. *This expansion would effectively allow the school to leverage a K-8 model.* In 2015 Segue IFL was granted permission from RIDE to reconstitute its grades, initiating a first step in this process. During this time, the school committed to opening an elementary division by adding grades 5, 4 and 3 to its pre-existing middle school. At that time the school agreed to maintain a static enrollment cap by reducing the class size for each enrolling grade to 40 students. Now, Segue IFL requests to maintain the class size established at that time *but* expand its overall student cap to 360 students (40 new students per grade level). This will constitute a Material Expansion by virtue of adding grades and expanding this cap. *However, Segue IFL does not wish to change our catchment area or add additional schools.* Please see the attached enrollment table in appendix A, which summarizes this plan.

Rationale for Expansion

Segue Institute for Learning is confident that the best time for this expansion is **now**. The primary factors influencing this readiness are: a) student and family demand for high quality seats in Central Falls, and b) belief in the K-8 model as school-wide improvement intervention. These factors are further detailed below:

A) student and family demand for high quality seats

Student and family demand for school choice remains high in Central Falls, with an average of 150 students applying to Segue school each year for approximately 40 open seats. After adjusting for the school's sibling enrollment policy, which gives preference to applicants that already have a sibling at

Segue, there are unfortunately very few opportunities for Segue to serve new families each year. Segue acknowledges that this is a city-wide issue, as demand for seats is also high at other charters which serve its community.

In reviewing the State's priorities for new seats, Segue IFL recognized that demand is high not just in Central Falls but also across the state, in particular within the State's urban core. As a priority has been set to expand seats in communities with the most educationally disadvantaged students, Segue IFL knows that Central Falls remains in high need. Segue IFL feels confident that its best approach is to serve more students within its single sending community and to build deeper connections to Central Falls.

Segue also recognizes that the demand for seats in Central Falls runs deeper than interest in charter school programming alone. Earlier this year, the Central Falls School District reported a mid-year influx of students which led to overcrowding as well as insufficient funding to cover the needs of all students. The district also hosts very few high-quality educational opportunities (as defined by the RI state accountability system), with no school gaining above a 2 Star composite rating on the State's report card, and most schools hosting significant gaps for Multilingual Learners. Segue would like to step up to the challenge of welcoming more of these students, and their families, to its school community to serve as one piece of the puzzle in solving this city-wide challenge. In addition, Segue believes that now is a unique time to partner with Central Falls School Department to create collaborative change. An expansion would give Segue IFL access to Federal CSP dollars, much of which could be shared with CFSD for collaborative improvement projects.

b) Belief in the K-8 model as a school-wide improvement intervention

A significant part of the rationale for Segue IFL's expansion is additionally a fundamental belief in the K-8 educational model. Researchers have found that students in K-8 schools are more academically confident than their middle school peers in other settings.¹ Other studies have demonstrated that creating the school social context provided by K-8 schools can serve as an effective intervention towards students' overall success.² This is highly aligned to Segue's vision for students who see themselves as "At

Promise”. K-8 models have also been shown to boost academic success. For example, in Texas, statewide research has demonstrated that students in K-8 schools are much more likely to demonstrate proficiency on state assessments in mathematics than their traditional middle school peers.³

Segue IFL has formed a strong model for promoting academic growth (see section 5), therefore it is confident that starting with students from an earlier age will allow the school to more quickly advance the fundamental skills necessary for student success, as well as promote language acquisition and high impact learning habits and provide targeted interventions to students earlier in their academic career.

In particular, Segue has found that many students coming into its middle school are not yet adjusted to the customs and routines of school. The school spends significant time building classroom culture and setting behavioral norms when students first enter Segue. This often comes as a shock to students, who have not before been held to the same expectations. However, Segue IFL believes that students will be most successful if they show up ready to learn and are able to engage and stay on task, so the curriculum does not shy away from building these skills.

As a result of Segue’s interventions, students across all subgroups (racial/ethnic background, ELL/Multilingual Learners, IEP, FRL) experience high academic growth at Segue, with unprecedentedly low disciplinary rates (see section 7). Segue feels strongly that a K-8 model would allow it to focus on these readiness elements more aggressively while students are early learners, such that by upper elementary more time is freed for academic learning and in particular, students are able to participate in project based and applied learning (a core part of Segue’s mission) with more ease.

Target Student Population

The student population targeted by this expansion is youth from the City of Central Falls who will be entering grades K,1, and 2. In accordance with (Charter School Regulations (200-RICR-20-05-2), Section 2.2.4 (F)), and Segue IFL’s mission, the school intends to, in particular, serve students from educationally disadvantaged backgrounds. Within this overarching category, it will target recruitment and

support efforts for those students who are economically disadvantaged, from each major racial and ethnic group, students with disabilities and students with Limited English proficiency.

As of the 2010 census, 23% of children in Central Falls lived in single parent households; 61% of Central Falls mothers had achieved a high school diploma or less education; and 86% of residents identified as people of color, with the vast majority identifying as Hispanic. Currently, Segue serves a population of students that identifies as 94% from minority backgrounds and 92% economically disadvantaged. 21.6% of students are English Language Learners and 14.6% of students receive special education services. City demographics indicate a high likelihood that Segue's catchment area will provide for a similar breakdown of students moving forward.

One area where Segue IFL will expect changing student demographics is the growth of its population of students with Limited English Proficiency. The school expects this both as a reflection of the community, and as a function of the expanded grade levels it will serve. LEP services will likely be needed by many more students as they are first introduced to formal schooling, as opposed to by Middle school, where many students have already progressed out of need for this support. Following this, Segue will prioritize the hiring of ELL certified teachers for all new classroom positions. Additionally, the school would like to leverage CSP funds to collaborate with the Central Falls School Department to pilot new supports for elementary-aged Multilingual Learners.

5. Goals

In alignment with the State of Rhode Island Charter School Performance framework, there are several goals to which Segue Institute for Learning holds itself accountable. First and foremost, the school has focused on making consistent progress towards the academic goals it upholds for students. As with all charters in Rhode Island, Segue IFL also holds itself accountable to goals related to financial viability and sustainability; organizational quality; and legal and regulatory compliance. A discussion of the school's progress under each of these areas is described below. *In summary, you will find that Segue Institute for Learning is meeting all goals set forward by the State of Rhode Island Charter School Framework. Viewing these expectations as a minimum threshold for success, Segue continues to seek additional continuous improvement.*

Student Academic Performance

As of its last annual review, Segue Institute for Learning received a “meets expectations” rating in the area of academic performance by receiving a 3-star overall rating within the state’s accountability system. Segue IFL is proud of this rating as it highlights the growth that students have made academically during their time at the school. Additionally, per comparison, no traditional public school in Central Falls received a rating above 2 stars. As an inclusion school, Segue is also very proud of the fact that it was one of very few schools in the state to have no significant performance gaps for specific student subgroups (by race, LEP or IEP status).

That being said, Segue realizes that there is still significant room for growth, particularly in the area of its students’ overall academic proficiency. While students have made significant growth in their learning, this growth has not yet been enough to lead to mastery. Further discussion of student performance is listed within section 7 of this application, under “track record of success”. However, for

convenience, some quick highlights related to Segue's academic performance and improvement are additionally detailed below. Please note that the school has analyzed its data by cohort (1st year students are those in their first year at Segue, second are in their second year at Segue, etc.):

- In ELA, ~11% of first year Segue students were proficient in ELA. 23% of second year students were proficient in ELA. 41% of third year students (8th graders) were proficient in ELA.
- With 41% of 8th graders meeting expectations, that is above the state level of 36%.
- One-third of Segue students achieved High Growth in ELA, with an average growth percentile of 51.85.
- Segue's emergent bilingual students outperformed state averages in literacy as well: 15% met or exceeded expectations (State average for ELs - 8%).
- In math, 25% of all students experienced High Growth, with an average growth percentile of 46.75.
- Segue Students with disabilities, ELs, and economically disadvantaged populations experienced higher growth than their peers in mathematics, when compared to students of similar backgrounds statewide.

Performance Improvement

Recognizing that students need additional supports to reach proficiency in state-wide expectations, Segue has made several data-driven decisions to augment the use of curriculum as well as its delivery. An example of this, regarding mathematics is detailed below:

In phase 1 of Segue's mathematics curriculum improvement initiative, the school reviewed its curriculum and found that many materials were home-grown and lacked full alignment to the Common Core State Standards. Following this, they worked with RIDE math specialists to understand CCSS and PARCC design, with a focus on learning to pick curricular materials that focused on Rigor. As a result, Segue IFL moved to adopting an Ed Reports high-quality curriculum (Engage NY/Eureka Math) and

began an initial pilot during the 2016-2017 academic year. This pilot included two teachers working with a consultant to understand new curriculum materials and implement at least one unit. Positive feedback from teachers was relayed. Following this, PARCC 2015-2017 data showed an 11% increase in overall math proficiency due to increased understanding of assessment, including students' comfort level, and curriculum improvements aligned to CCSS.

The second phase of the math pilot included a grade-wide, full adoption of Eureka Math for students in grade 6. All teachers in other grades additionally implemented at least one unit. A positive impact was seen for 6th graders, as internal STAR math results *expected* Student Growth Percentile was 50 and the realized median for 6th graders was 59. In May 2018, Segue participated with RIDE in its first state-wide PD on high-quality curriculum with EdReports and began planning for whole school adoption of Eureka Math for the 2018-2019 school year.

During the first year of Eureka Math implementation, STAR math indicated 43% of students performing at or above grade level by Spring 2019. According to RICAS, Segue's Math Growth Index was 0.99, higher than all traditional urban middle schools in the state, and progressing towards the growth scores seen at RI's urban charter which have middle schools' grades but begin with elementary school. That benign said, based on its review of research, the school believes that there was likely an "implementation dip" during this first year, as student performance often does not reach its full potential in a year, until confidence is built in a new curricular model. Segue is therefore disappointed by the fact that RICAS was unable to happen in 2019-2020.

The third phase of Segue's Eureka math roll out was whole school adoption, starting in 2019-2020. Segue also worked to connect this engagement to other math professional learning such as RIDE's math intensive intervention pilot and RIDE's SUM/MTSS training. These initiatives have supported Segue's math team in diagnosing foundational skill gaps and supporting students with flexible, evidence-based interventions (e.g. Peer Assisted Learning Strategies).

As of late winter 2020, STAR data indicated that 54% of students were performing at or above

grade level in math. Segue is disappointed that these gains will not be documented through the RICAS exam this year, due to issues related to COVID-19. However, STAR provides the school with confidence that it is on the right track towards performance improvement. Segue intends to invest in additional coaching and support in this area during the upcoming school year, so as not to lose steam, despite COVID. *Further discussion of Segue's school academic model as it relates to school-wide goals is discussed in section 7 of this application.*

Financial Viability & Sustainability

As of RIDE's 2018-2019 annual review, Segue has met all expectations in the area of financial performance. Though not an area that often gets much attention unless something has gone wrong, Segue is very proud of its financial status. The school has a strong footing as it owns both of its academic buildings outright, which not only covers the space of its current classrooms but also those that would be included in its expansion. In addition, Segue's performance far exceeds the required baseline expectations for charters across its financial indicators. Highlights of this performance are detailed below:

- The school's ratio is 22.96
- We have 168.47 unrestricted days of cash on hand
- Segue's debt to asset ratio was 0.03
- The most recent year's total margin was 0.065. The three-year aggregate margin was 0.095.

Organizational Quality

As of the 2018-2019 annual report, Segue received a rating of "exceeds expectations" for organizational quality. The school met expectations for its school specific goals (*see section below*). In addition, Segue exceeded expectations for school environment. In particular, the school's attendance rate

was 96.35% which far exceeded the state's middle school average of 90.91%. Segue also had high levels of family engagement and a very high rate of student retention. Segue additionally met all expectations relating to equity and access by complying with state regulations and upholding strong practices related to recruitment and lottery. Moreover, the school exceeded expectations in both the areas of dissemination and Board and Leadership quality. These are all strong indicators that Segue has the organizational structure in place to support an expansion.

In terms of sharing best practice, Segue has been applauded for its Professional Learning Institute (PLI), which has been accepted as a vendor for the state's Educator Course Network (ECN). The PLI team has provided professional learning opportunities in best practices for supporting emergent bilingual students for five schools (charter and traditional public) in Rhode Island. This work has included 2-day conferences and site-based workshops. It is the intent of the school to sustain and expand its dissemination efforts through a Charter School Program Grant, where it will focus specifically on dissemination and deeper partnership with the Central Falls public School Department.

In regard to board and leadership quality, RIDE has noted that through the school's Annual Report there was evidence of school level progress monitoring and continuous improvement related to student academic achievement and the charter's mission. There was also evidence that the board engages in regular academic progress monitoring. Segue has provided assurances of decision making and communication systems in the School-Prepared Annual Report and there is evidence from via the school's Annual Report that the board takes strong responsibility for evaluating the ED. Lastly, there is also evidence that members of the board are comprised of community and business leaders, educators, faculty, parents and former charter leaders, in alignment with the school's community-based mission.

Since the time of the 2018-2019 annual report submission, Segue has done additional work to bolster its Board and Leadership quality. This has consisted of contracting a local consultant to evaluate and update the board's governance structure, with a focus on committee effectiveness.

Legal and regulatory Compliance

As of the 2018-2019 annual report, Segue received a rating of “meets expectations” across all legal and regulatory compliance measures. This indicates that the school did not have any unresolved material violations of law, regulation, rule or requirement.

School Specific Goals

In addition to the universal goals set forth for all Rhode Island Charter Schools, Segue IFL also has set rigorous goals aligned to its mission, under the State’s allowance of “School Specific Goals”.

These are outlined below:

1. Goal 1: Over the next five years, 85% of students will participate in after-school programming. Additionally, the percentage of after-school students completing a culminating project or presentation will increase to 100%, by 2022.

Goal 1 Progress: 2018-19: **Met** the target of 80% of students participating in an after-school program.

2. Goal 2: Promote a positive school climate by decreasing negative student behaviors for all students by 5% annually over the next five years.

Goal 2 Progress: **Met** the target of 5% decrease total negative student behaviors (detentions, office referrals and suspensions). Total infractions decreased by 23% compared to the previous year.

3. Goal 3: Increase student achievement by increasing family involvement at Segue for all students over the next five years: 97% family participation hours completed, 97% participation in family conferences, 97% participation in orientation events, and 97% participation in high school orientation events.

Goal 3 Performance: **Met** the 95% family participation targets for volunteer hours and

Family Conferences. **Met** the 90% family participation target for orientation nights. Met the 95% target of participation in family conferences.

4. Goal 4: Increase satisfaction in Segue Advisory Program for all students annually over the next five years, by increasing ratings of 4 and 5 to 95% as measured by School Climate Survey.

Goal 4 Progress: **Met** the target of Increase student advisory ratings to 4 or 5.

5. Goal 5: All sixth graders who have completed mindfulness curriculum will demonstrate a reduction in stress and increase in emotional regulation over the next five years: 60% of students will report a reduction of stress and 45% of students will report an increase in emotional regulation.

Goal 5 Progress: **Met** the target of 45% of 6th grade students reporting a reduction in stress after completing the mindfulness curriculum. Met the target of 40% of 6th grade students reporting an increase in emotional regulation after completing the mindfulness curriculum.

In the immediate future, Segue will continue to focus on the same school specific goals, but will expand targets to seek continuous improvement.

Goals for Expansion

In addition to the goals set forth by the Charter School Accountability System and Segue IFL's School Specific Goals the school would additionally like to meet the following goals related specifically to its expansion.

1. By the 2021-2022 school year, successfully augment governance structure for Segue IFL
2. Successfully recruit and fill 40 new seats per year, in alignment with proposed growth.
3. Recruit, hire and support high quality educators for all new positions; when possible prioritize candidates with ELL certification and/or who demonstrate strong cultural competence.

4. Extend all family engagement school specific goals to families of students in grades K-2 (see SSG 3)

5. Successfully plan for, submit and implement a thorough plan for Charter School Partnership Funds (pending preliminary approval) in order to ease expansion and foster partnership with CFSD.

6. Community Need and Support

Segue IFL has made a very intentional decision to continue to serve exclusively the Central Falls community. While the school is deeply aware of the educational needs of students across its State, Segue's community model necessitates easy accessibility of the school community to families and students. The school's location has allowed Segue to build deeper relationships with its families and to provide counseling, education, food assistance and other core services to parents and family members in addition to serving students. Moreover, by retaining Segue IFL's focus on Central Falls, the school will have more opportunity for collaboration with the traditional public-school system that serves its community.

As evidenced throughout this application, this is a critical time for Central Falls. This is evidenced most saliently through the expanding community need in terms of demand for family choice, lack of high-quality educational opportunities through the traditional sending community and an expanding student population. Segue IFL's readiness to expand is predicated on a belief in its mission to address these issues, as well as its faith in the evidence basis of the K-8 model to more holistically serve students; not only in new elementary grades, but also within the school as a whole.

Engagement of the community (defined broadly) has been a critical component of Segue's expansion planning process. Starting in the fall of 2019, several family, board and faculty meetings were held to discuss the concept of expansion and the process that Segue would employ in order to ensure that its plans were supported by, and reflective of the needs of, the community. Unfortunately, due to Covid-19, the last wide-scale, in person, community gathering was in March of 2020. However, Segue has since employed several creative tactics for upholding engagement regarding expansion.

One such tactic was the creation of a short, digital family survey (distributed in multiple languages). The school received 85 responses in total to this survey. The results were overwhelmingly

positive with 88% of families voting in favor of an elementary expansion. An additional 7% of respondents were neutral on this question and/or did not provide a response and only 5% of families provided an unfavorable response. Common reasons listed for an unfavorable response were that families would prefer Segue expand to a high school, or that families were not overly enthusiastic about the change, as it would not affect their family directly (no additional children to send to the school). *Survey responses can be redacted for personal information and made available to RIDE at their request.*

In order to further assess the readiness of the school community, Segue additionally sought feedback on a K-2 expansion from its current staff. This feedback was also collected digitally due to COVID-19 school closure. Unanimously, Segue's staff support a K-2 expansion in order to build a K-8 model. Teachers highlighted confidence in all aspects of Segue's current program that can be leveraged to support the K-2 expansion: staffing; expertise in curriculum development; effective RTI/MTSS system; standards-based grading system and effective use of data for improving instruction; highly-qualified support staff including school social workers, behavior specialists, and family engagement; trauma-sensitive classroom practices; structured system for positive behavior development built on PBIS and Restorative Practice foundations; positive school climate; welcoming environment for families with a focus on partnering with families to best support students; partnerships with teacher preparation programs; resources for literacy and math intervention; and dedication to staff professional learning.

Staff members also offered anecdotal data related to specific students' Segue experience. This qualitative data is presented in narrative form below:

- One teacher highlighted the growth of a Segue graduate who was a self-described "bully" prior to entering Segue. During their time at Segue, they and teachers noted significant growth in positive behavior. The student was proud to have made friends and been recognized for her efforts while at Segue. They have met with tremendous success in high school as well.
- Another teacher highlighted the academic growth of a current Segue scholar: "During the 2020-2021 school year I had the pleasure of working very closely with a sixth-grade student who was

both an emergent bilingual student as well as diagnosed with a learning disability. When I first assessed the student at the beginning of the school year they were reading at a Fountas and Pinnell level A. By the end of the year this student was reading at Fountas and Pinnell level D. This was amazing growth for this student! Additionally, this student was able to receive interventions with a special education teacher four days a week, interventions with a reading specialist four days a week, and still be fully included in his grade level content classes, as they were never pulled out to receive those reading services. The reason I am writing this testimonial for Segue is because I cannot help but wonder just how far this student would have come if they had started with us in kindergarten. I strongly believe that as Segue grows and has younger grades we will see less gaps in learning as students' progress throughout the school."

- Finally, a Segue staff member recounted their work with another Segue scholar: "Students who begin with a team of support regarding behavior issues/social emotional support have experienced a positive impact on their success throughout the school year. A specific student that comes to mind is [Scholar X] and their journey from when school started until now. In the beginning of the school year we had a parent meeting regarding some negative behaviors. Facilitating a parent meeting with the school social worker and teachers we were able to create a great plan and goals for our scholar. The focus is to always make sure the student, family, and school voices are heard, and I truly believe if we continue to expand our elementary level we can continue to create a culture where students/families feel safe and supported when they walk through our doors at a very young age. I love how we are continuing to use restorative practices to find the balance to hold students accountable if something goes wrong but also doing our part to make sure we are educating our students with different tools and coping strategies they can continue to use throughout their years at Segue and beyond."

In addition to engagement of its internal community and parents, Segue also paid particular attention to engaging Central Falls School District and the City of Central Falls. During the early spring

of 2020, the school invited the Interim Superintendent of Central Falls for a tour of the school and then hosted an in-person conversation regarding collaboration. Segue IFL administration was excited to share the prospect of dissemination/collaboration through a Charter School Partnership Grant, and appreciated the opportunity to discuss the nuances of what would make us eligible to share in this opportunity. The Interim Superintendent expressed a desire to continue this conversation and an interest in further planning of mutually beneficial educational supports for the City's youth. Segue had similar success in engaging the City of Central Falls. Though documented local support is *not* a requirement due to the age of Segue's charter, the school still retained a positive letter from the City's mayor, encouraging the school's growth.

Furthermore, Segue made intentional efforts to engage the Rhode Island Department of Education and other community partners. Segue received an outpouring of encouragement in the form of letters of support (attached in appendix B). Highlights include a recommendation from WestEd, endorsing Segue's educator professional development offers, a highly detailed appeal from a partnering Providence College professor and Board Member, and several letters from parents and alumni. Segue is confident that a review of these letters will provide a glimpse into the relationship the school has with its community, as a full-service provider and thoughtful partner.

7. Educational Program

Track Record of Success

Segue Institute for Learning is a strong proponent of the idea that it is not enough to present raw data without stories of the nuance that undergirds the results, nor is it appropriate to share stories of performance without anchoring the narrative in hard data. For this reason, the school is grateful for the State's performance framework for charter schools as well as the star rating system, which allow for a more holistic examination of the school's progress than previous accountability systems. In the section below, Segue IFL discusses its track record of success, and does its best to share both objective data as well as a qualitative narrative, discussing the school's growth.

In preparing for Segue IFL's Charter Expansion Application, the school's faculty and admin team participated in several data deep dives to explore student performance across a wide array of indicators, aligned to school goals (see section 5). Upon first glance, the data that stood out most was the school's overall student academic performance (proficiency). Unfortunately, academic proficiency at the school remains unacceptably low, with 25% of students demonstrating proficiency in ELA and 7.3% of students demonstrating proficiency in Mathematics. While these figures greatly exceed that of Segue's sending district, whose middle school demonstrated 7.7% proficiency in ELA and 3.7% proficiency in mathematics, Segue IFL acknowledges that continuous improvement is needed for all students in Central Falls, including those within its school. The school is confident that a K-8 approach, as well as a collaborative partnership with the Central Falls School Department, funded through a Charter School Partnership Grant, will serve as the catalysts necessary for continued change.

RICAS proficiency data however, only demonstrates one aspect of Segue's performance. The school's data deep dives also yielded many indicators of greater success, which demonstrate the school's

readiness to go deeper and wider in its approach. One such strong indicator is Segue’s 3 Star composite (overall) score, received through the RI State Accountability System. This rating indicates that Segue IFL school is meeting state performance expectations set for charter schools in Rhode Island. In particular, the school is proud of its ability to serve all students, as demonstrated by the academic growth of all students, in addition to the language acquisition of its Multilingual Learners. Moreover, Segue IFL was one of very few schools in the state to have no significant gaps across student subgroups, including those students with IEPs. In addition, Segue hosts a much higher percentage of students who, while not yet meeting their goals, have grown to achieve “partially proficient” status in ELA or Mathematics, than those within Central Falls’ traditional middle school. An enabling factor for this breakdown, is the fact that despite lower than desired overall academic proficiency, the school boasts significant growth for students. 41% of Segue IFL students showed high growth in ELA as well as 33% of students which demonstrated high growth in mathematics.

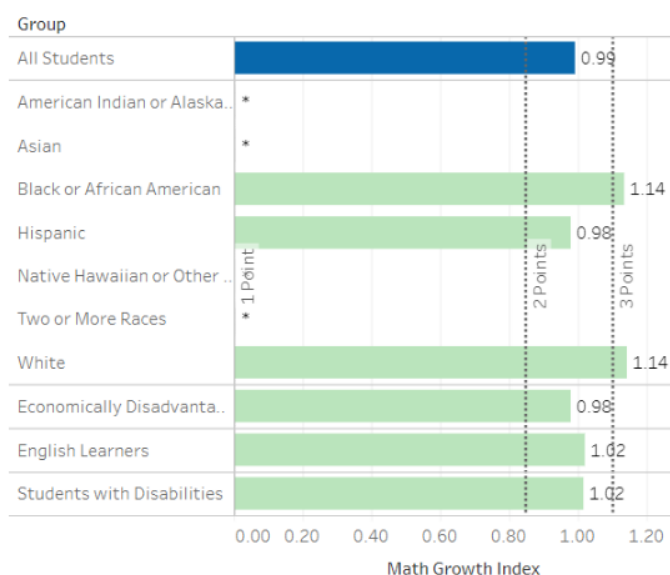
33% of Segue Inst for Learning students showed low growth, 34% showed typical growth, and 33% showed high growth. The school’s math growth index is 0.99 out of 2.

Math Growth Points: 2 out of 3
School points are based on All Students performance shown in chart on right.

Growth Points	Growth Index
3 Points	≥ 1.10
2 Points	≥ 0.85 AND < 1.10
1 Point	< 0.85

How is the growth index calculated?
Hover here for information.

Results by Subgroup



Segue Inst for Learning ELA Growth

Progress on the ELA state assessment compared to similarly performing peers. Measure combines 2018 and 2019 data.

25% of Segue Inst for Learning students showed low growth on state assessments, 34% typical growth, and 41% high growth. The school's ELA growth index is 1.17 out of 2.

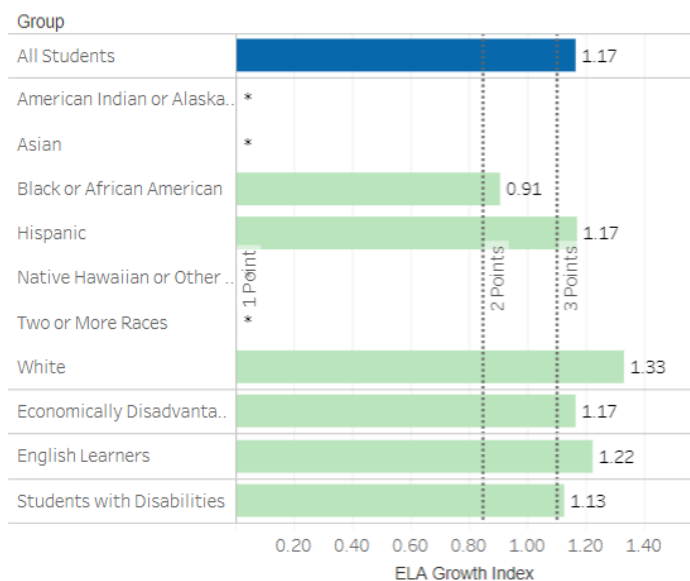
ELA Growth Points: 3 out of 3

School points are based on All Students performance shown in chart on right.

Growth Points	Growth Index
3 Points	≥ 1.10
2 Points	≥ 0.85 AND < 1.10
1 Point	< 0.85

How is the growth index calculated?
Hover here for information.

Results by Subgroup



Segue's three-star rating also sets the school apart from all other schools serving exclusively Central Falls, which failed to receive a rating of above 2 stars. The only traditional public middle school in Central Falls additionally has fallen further behind, as it is identified for Comprehensive Support and Improvement as one of the lowest 5% for performance in the state of Rhode Island. As charters in Rhode Island are specifically evaluated based on their ability to outperform their sending districts, Segue views its star rating as a clear indicator of preliminary success.

In addition to promoting academic growth while at Segue, the school is proud of its ability to help all students view themselves as "at promise". The greatest indicator of this is Segue's robust high school counseling program which assists students with the transition from middle school to high school. Not only are Segue IFL students applying to a wide array of programs, the school also receives glowing reviews from high school principals as to its students' preparedness, as compared to their peers hailing

from different programs. *Further evidence of this can be located in the letters of support we received from students in families, detailed in appendix B.*

Segue has additionally gained a strong reputation as a model full service community program. The school's families are supported through educational opportunities and food assistance and are connected to a wide span of additional resources through our community partnerships. For example, during the recent Covid-19 crisis, Segue IFL was able to partner with the United Way and the Rhode Island Foundation to provide food support (gift cards for fresh produce and other items not given by school lunch or most food pantries) to every single one of its families. Segue boasts a very high level of family partnership, with all families volunteering support on a regular basis as an expectation of the school. Additionally, Segue IFL is proud of the culture that it has built, which has led to consistently low rates of necessary student disciplinary actions and high retention of students from year to year.

Guiding Principles

Through expansion, Segue does not intend to change its guiding principles. However, the school recognizes that some adaptations to its model must be made in order to serve a new population of students. Please reference section 5 of this application (goals) to gain a better understanding of the School's detailed benchmarks which are used to measure progress towards success in these principles. An overview of the principles is additionally outlined below:

1. Exemplary Teaching and Collaboration

- a. Teachers collaborate to develop cross disciplinary units of study.

2. Rigorous Curriculum and Mastery Learning

- a. Mastery of foundational literacy and math skills helps students engage in high level learning.
- b. Teaching language and literacy across the curriculum helps students utilize these skills to learn and communicate at high levels.

- c. Developing students' ability to be reflective and critical of their own learning helps them set goals and strive for excellence.
 - d. Developing students' skills in problem solving.
 - e. The use of technology, in alignment to the CCSS.
 - f. A tiered approach to support and enrichment services.
 - g. Individual responsibility for own learning and growth, actively engaged in learning.
- 3. Ongoing Assessment to Monitor Progress and Teach on the Edge of Student Learning**
- a. Screening and Benchmarking
 - b. Formative and summative assessments
 - c. Standards-based grading
 - d. Data-driven instruction
- 4. Focus on the Whole Child**
- a. Social emotional development
 - b. Individualized approach to academic development
 - c. Character Development - REACH model
 - d. Wrap-around service model
 - e. Connection to student families (further articulated in principle 5 below)
- 5. Family Involvement & Empowerment**
- a. Empowerment, voice, advocacy, stakeholders
 - b. Supporting families in their own educational journey
 - c. Navigating through systems of support
 - d. (investment in) Parenting supports for education success

Curriculum and Coursework

Segue operates with oversight of an "Admin Team" which includes the Founder/Executive Director, Director of Finance, Academic Director and a principal (one for each the elementary and middle school as a result of expansion). The team meets regularly (sometimes twice a week) to discuss all elements and factors of the charter district's operations.

Having overseen middle school academics successfully for over a decade, Segue Academic leaders and staff (Coaches, Teachers), with support of Academic Subcommittee of the Board, established a curriculum that responded to RIDE standards and also employed an extended school day and school year so students were given as much time "in the seat" to learn material and best practices to become outstanding scholars.

The recognized need and desire for elementary school expansion began almost immediately after Segue opened. The team worked diligently to identify where entering students coming from other districts were lacking in content and academic readiness and realized that those important and crucial those supports may not have existed in their elementary grades. Much time of the school's first years were spent looking at "remediation models" that would allow the teaching staff and leaders to bring students up to as close as their grade levels as possible. All the while trying to teach them grade level content.

In this expansion, a newly appointed Director of Academics will support Principals (one for middle and one for elementary) in aligning curriculum that is grade appropriate, challenging and aligned with all appropriate benchmarks for students' academic trajectory. Regular monitoring of program delivery will be part of the work principals do with guidance and regular feedback from the Academics Director.

The Director of Academics will continue to utilize resources from RIDE as well as other curricula (in particular, Engage NY) that is rigorous, adaptable to students' learning styles but also allows staff to be creative in their planning and execution of content material.

The table below outlines the course of study/course offerings in the school for each new proposed grade level. The English and Mathematics curricula are aligned with Common Core State Standards, the Science curricula is aligned with the Next Generation Science Standards and the Social Studies curricula are aligned with the Standards based Guide for Social Studies Programs in Rhode Island Schools

Grade	ELA	Math	Science	Social Studies	MAGn'T
K	<ul style="list-style-type: none"> Phonics & Phonetic awareness Reading Writing Speaking & Listening Vocabulary 	<ul style="list-style-type: none"> Counting & Cardinality Operations & Algebraic thinking Number & operations in Base Ten Measurement Geometry 	<ul style="list-style-type: none"> Forces & Interactions - Pushes and Pulls Interdependent Relationships in ecosystems: Plants, Animals and Their Environment Weather & Climate 	<ul style="list-style-type: none"> Civics and Government Historical Perspectives/Rhode Island History Geography Economics 	<ul style="list-style-type: none"> Art Music PE Technology
1	<ul style="list-style-type: none"> Phonetic Awareness Reading Writing Speaking and 	<ul style="list-style-type: none"> Operations & algebraic Thinking Number & operations in Base Ten 	<ul style="list-style-type: none"> Waves: Light & Sound Structure, Function and Information Processing Space Systems: Patterns and Cycles 	<ul style="list-style-type: none"> Civics and Government Historical Perspectives Geography Economics 	<ul style="list-style-type: none"> Art Music PE Technology

	Listening • Vocabulary	• Measurement, Data & Geometry			
2	• Phonics • Reading • Writing • Speaking & Listening • Vocabulary	• Operations & algebraic Thinking • Number & operations in Base Ten • Measurement, Data & Geometry	• Properties of Matter • Interdependent relationships in ecosystems • Earth's Systems • Engineering Design	• Government • Historical Perspectives • Geography • Economics	• Art • Music • PE • Technology

As evidenced in the chart above, grades Kindergarten, 1 and 2 will each receive instruction in the areas of English Language Arts, Mathematics, Science, Social Studies and MAGn't (Art, Music, PE, Technology).

An overview of the core academic areas is provided below:

English/Language Arts

Segue's English Language Arts (ELA) curriculum will be aligned with the *Rhode Island English Language Arts Framework - Literacy for ALL students*. The ELA curriculum will be/has been designed so students master foundational skills in the early grades in order to utilize these skills for high-level tasks in the upper elementary and middle school grades.

Kindergarten, first and second grade students will receive daily direct explicit instruction in phonemic awareness and phonics to build a solid foundation of early decoding and encoding skills. Beginning in kindergarten, all students will respond to texts, verbally and in writing. Through Interactive Read Aloud and Shared Reading of selected grade-level texts, students will be exposed to grade level vocabulary and concepts. They will be explicitly taught how to utilize speaking and listening skills in order to critically discuss grade level content using the language of instruction. Rich oral language discussions will scaffold and lead to students' ability to articulate their thinking in writing. All students will additionally build stamina and independence in reading through leveled text as they engage in daily independent reading and small group guided reading.

Mathematics

Segue's Mathematics curriculum for grades K-2 will be aligned with the Rhode Island Mathematics Framework and the standards and principles published by the National Council of Teachers of Mathematics. As with the school's ELA curriculum, its math curriculum will be designed such that students master foundational skills in the early grades in order to utilize these skills for high-level tasks in the upper elementary and middle school grades. All students will participate in a daily math fluency block designed to help students master these skills across the grades so that they can leverage a strong

foundation for progressively more challenging problem solving. In alignment with the work that Segue have done at the Middle School level, the school will leverage an EDReports green rated curriculum, Engage NY/Eureka Math to ensure that its teaching remains aligned to content standards and is rigorous in nature.

The focus of the curriculum is to develop a deep understanding of number and operations, geometry and algebra. Students will receive engaging and interactive mathematics instruction that will be taught in Units of Study to allow for mastery of concepts, and will spiral through integrated project-based learning. In addition, a block schedule will allow for many opportunities to integrate project-based learning.

Science

The Segue science curriculum will follow the *Next Generation Science Standards* to ensure that Segue IFL students are prepared for college and careers with 21st skills in order to participate in the global economy and STEM careers. The science program will be designed as an integrated model in which content reading and writing will occur during the ELA block. Hands-on science, math and technology will be the focus of the science block. Segue faculty will collaborate in grade level and vertical teams to develop an integrated curriculum aligned with the NGSS. Each grade level will discuss science concepts in four areas: Life Sciences, Earth & Space Science, Physical Science, and Engineering and Technology. Science and Engineering practices will be integrated across all the topics to develop students' abilities in developing and using models, analyzing and interpreting data, engaging in argument using evidence, and obtaining, evaluating and communicating information.

Social Studies

Segue's Social Studies curriculum will be aligned with the *Standards-based Guide for Social Studies Programs in Rhode Island Schools*. Integrated project-based units in each of the four key topics of the Social Studies Standards will be designed for each grade level span. These include Civics and Government, Historical Perspectives/Rhode Island History, Geography and Economics. Non-fiction

reading and writing within the Social Studies context will be integrated during the ELA Block.

Instructional time in Social Studies will involve students participating in the actions of social studies such as: participating in civic events, collecting and analyzing first-hand sources, conducting surveys, demonstrating and advocating for personal right and responsibilities, participating in community service and problem-solving activities, utilizing maps to learn about geography, manipulating environmental resources to learn about how humans interact with the environment, developing an understanding of economics by visiting industrial sites, and participating in simulations.

Learning Environment and Pedagogy

Segue's K-2 program is designed to be all-inclusive. Students will remain in their homeroom for all core curriculum subjects. Specialist teachers will work with students for PE, Art, and Music. Students will not transition for class content subjects until grade 5. Every Kindergarten through Grade 2 classroom will be comprised of an ELL certified lead teacher and a full time instructional-assistant. There will be two classes of twenty students at each grade level. Additionally, one full-time special education teacher will be assigned to teach grade level. The elementary staff will also include a speech pathologist, reading specialist/interventionist, a math coach and a literacy coach. This instructional team will provide direct support to students as well as support to teachers in providing rigorous and differentiated curriculum within Segue IFL's inclusive program.

The majority of Segue students speak a language other than English at home. Segue's curriculum and instructional model is based on research-based best practices that are strong for all students, but have also been recognized for their success, in particular, with English Language Learners. As the school takes on earlier learners and our ELL population likely expands, it will remain committed to ensuring high growth for all.

Segue's curriculum will be delivered through a combination of explicit and direct instruction and the workshop model. Research shows that students learn foundational skills such as phonics and number

sense best through direct explicit instruction with practice opportunities to build mastery and proficiency. Two thirty-minute blocks will be designated each day within this format to reinforce fluency in word as well as number sense. Competency in these basic skills will allow students to use them in problem solving and as tools to attack more complex learning in the upper elementary and middle school grades. Segue has found that the targeted instruction provided by these foundational skills blocks has been paramount to its students' growth in middle school and we are confident that they will be even more impactful for our early learners. Segue IFL recognizes the importance of these skills, not only from the school's own lived experiences and observations but also from National research which suggests the importance of solid reading skill development by the third grade.

In order to effectively leverage direct instruction, the workshop model and integrated project based learning, the elementary school will be constructed in extended blocks. Curriculum across the content areas (Reading, Writing and Math) will be written in Units of Study within a workshop structure. Units of Study allow for instruction to be delivered through a trajectory of lessons building from initial learning to complex knowledge. The workshop structure allows for gradual release of responsibility, in which a concept is explicitly modeled, students are then guided to apply the strategy, and then are released to independent practice. At the end of the workshop, the class synthesizes the new learning. The workshop structure also allows students to engage in high-level curriculum and conversations.

A sample weekly schedule for a Segue student is reflected in the matrix below. Please note that this schedule presents one significant change from Segue's prior operating schedule, which is to eliminate early release Fridays and extend these school days to match the rest of the week. The school also hopes to encourage more participation in structured after school programming, in alignment to its school-specific goals.

Time	Middle School (Gr 5-8)	Time	Elementary School (Gr K-4)
7:25-7:50	Advisory	7:25-7:45	Breakfast
7:54-8:19	Breakfast	7:50-8:15	Morning Meeting
8:23-9:15	Music, Art, Phys Ed/Health, or World Language	8:20-9:45	Math (Fluency & Workshop)
9:19-10:11	Humanities	9:45-10:40	Science
10:15-11:07	Science	10:40-11:00	Recess
11:11-12:03	Interventions/Enrichment Literacy	11:00-11:25	Lunch
12:07-12:32	Lunch		
12:36-1:28	Interventions/Enrichment Math	11:30-12:50	Integrated Literacy Workshop
1:32-2:24	English Language Arts	12:55-1:35	Intervention/Enrichment “Boost”
2:28-3:20	Math	1:40-2:35	Music, Art, Phys Ed/Health, or World Language
3:20-3:30	Community Meeting	2:35-2:45	Community Meeting
3:30	Dismissal & Dinner or After School Programming	2:45	Dismissal & Dinner or After School Programming

Specific Populations

Upon entering school all students will be assessed in ELA and Math to determine their starting point of instruction. Student progress will be assessed against grade-level benchmarks on a trimester basis. Benchmarks will be established for specific points during the school year to assure students are reaching proficiency and to monitor/revise instructional practice. The assessment protocol will be tailored to each grade level to pinpoint specific foundational skills in order to provide extra support and enrichment during the daily “Boost Block” (RTI Instruction).

Segue is also small enough to pay individualized attention to each of its students, regardless of their LEP or IEP status. One significant way that all students are supported and monitored is through the school’s “Morning Meeting”. The morning meeting block serves as an advisory period for all students, where they are paired in small groups with a teacher mentor. A scripted and structured advisory curriculum is implemented such that the whole school is working towards solving a shared challenge during this time. Advisory projects generally last 1-2 weeks at a time and are followed by a large share out of student products. At the elementary level these activities are often done as a collective, whereas at the middle school, students take more individual autonomy over their work, while still working towards a collective goal. Advisory/Morning Meeting also serves as an initial step in the RtI model for the school, a contact point at which advisors are responsible for checking in with their students to ensure that they are present as well as prepared for the day. If they demonstrate any issues during advisory, these challenges are shared with grade level teams during the Friday teacher professional development block, in order to ensure a group approach towards student support.

Special Education

Incoming Segue Kindergarten students will be screened in the late spring prior to the upcoming school year. The Kindergarten screening will involve a basic screening to identify Kindergarten readiness and potential learning and developmental issues. All Kindergarteners will participate in a two-week half-

day summer program in small groups throughout the summer. This program is designed to acclimate students to the school environment prior to entering full day kindergarten.

Segue will use a Tiered Model of Support to ensure that all students are challenged and supported in order to meet grade level standards and beyond. In Tier I, all students will participate in grade level integrated curriculum with a focus on using and developing language within each specific instructional content area. All students will also participate in daily Tier 2 instruction (differentiated small groups) during the “Boost Block”. During the Boost Block all students will receive instruction at their instructional level to provide extra practice in order to develop mastery of foundational skills or to provide enrichment opportunities for students who are working above grade level. Additional staff will be assigned during the Boost Block to allow for small group sizes. Students participating in ELA and Math interventions will be assessed through Curriculum-Based Measures or probes to monitor the effectiveness of the intervention every 2 weeks. Progress will determine if instruction is improving proficiency or if it should be revised. Additionally, staff will work collaboratively with the Reading Specialist and the literacy and math coaches to design tutorial models specific to student needs.

Intervention instruction will be explicit and systematic. In ELA explicit and systematic phonics instruction (such as Wilson phonics) will be coupled with guided reading in order for students to develop fluent decoding and word identification skills and then apply them to text. Math interventions will follow the guidelines set forth by the National Mathematics Advisory Panel including: 1) explicit models for problem solving, 2) extensive practice to build mastery of new skills, 3) opportunities to verbalize thinking utilizing instructional language, 4) extensive and timely feedback.

Students showing lack of progress or slow progress will be evaluated for special needs by the Individual Needs Department and may move forward to Tier 3 Instruction where they will be serviced by an Individual Needs Teacher. Segue will recruit Individual Needs teachers that are certified in Special Education and trained to work with a wide variety of students with disabilities. Individual Needs teachers will collaborate with general education teachers to co-plan and co-teach in an inclusion classroom model.

Individual Needs Teachers will also provide direct services to students, conduct assessments, and monitor student progress and achievement. The development and implementation of students' Individualized Education Program (IEP) will also be provided by an Individual Needs teacher. All of this will ensure a Free Appropriate Public Education (FAPE) in the least restrictive educational environment for students with special needs.

Special education programs and services at Segue will be designed to meet the individual needs of students with disabilities in the least restrictive educational environment. The special education program for each student will be determined based on their individual needs. The services that will be provided at Segue include: Special Education Consultation, supplementary aids and services in the general education classroom. Related services such as Adaptive Physical Education, Speech and Language, Occupational Therapy, Positive Behavior Supports and Intervention, Counseling, Extended School Year, and others (as needed) will also be provided. Segue reserves a portion of its budget to contract these services on an ongoing basis.

Multilingual Learners

The majority of Segue students come from homes where English is not the first language, therefore Segue will work to hire educators with TESL certification and support qualified educators in becoming certified through partnerships with local colleges and universities and tuition assistance. Segue is currently tracking towards the goal of having all classroom teachers attain an ELL certification by 2021. It is a fully inclusive school and operates with a collaborative model of push-in services. Upon entering, all families will complete a home language survey and identified students will be screened for English Language proficiency with the WIDA-APT assessment. During the Boost Block, students who need additional instruction in English will receive direct instruction. Students will continue with ELL services as they progress through the levels of proficiency as measured by the ACCESS test.

A significant percentage of Segue's staff is bilingual (primarily in English/Spanish) and therefore are able to communicate effectively with families in their home language to share information about their

child's progress, needs, and rights under the law. All communication with parents is provided in English and in each family's native language.

Segue will employ a Collaborative ESL & General Education model for ELL instruction. In this model, all ELLs are fully included in all general education classes with push-in services provided by an English as a Second Language specialist. In accordance with individual students' level of English Language proficiency, additional instruction in English language development will be provided during the daily Boost Block. This model has been followed by the Segue Institute for Learning Middle School since 2009. Segue is confident in its efficacy as its ELL's have demonstrated significant growth (average or above average growth on yearly ACCESS assessments).

To implement the English Language instruction program, Segue will secure a number of resources to support students' English Language development. This will include human capital, professional development services, and supplemental curriculum needed for differentiation.

During expansion, Segue plans to employ one full time ESL specialist who will provide direct services to students, coordinate testing for ELLs, and collaborate with general education teachers to differentiate, co-teach and progress monitor student achievement. As the school grows into its capacity, additional ESL specialists will be hired. Additionally, Segue plans to recruit general education teachers with ESL certification. This plan will be responsive to yearly fluctuations in our ELL Population.

All ELLs will be assessed using school benchmark assessments, annual Access testing, periodic WIDA MODEL assessments, and classroom formative and summative assessments. The regular use of data and analysis will reveal gaps, growth, and mastery of skills. As a subgroup, the performance of ELLs will be examined based on typical growth, as determined by the WIDE framework for ACCESS testing, for like peers. If students fail to make typical growth, the RTI problem-solving process will be employed to examine the needs of individual students and the program at the school wide level.

As a full inclusion school, all school programming will be accessible to ELLs. Scheduling will not affect students' access to any other programming. ELLs will participate fully in all general education

curriculum, as well as itinerant classes and after school programming. To ensure accessibility in delivery of programming, all faculty and staff will receive training in best practices for ELLs as well as cultural awareness.

Segue's professional development plan will include school-wide training in English Language Development (ELD) standards, WIDA's 'Can Do Descriptors,' and best practices in ELL instruction. This may include, but is not limited to: Outside consultants, teacher-led workshops, in-class instructional coaching, shared readings, peer observations, graduate-level coursework, RIDE professional development offerings, cultural sensitivity and educational equity training, and shared Professional Growth Goals. During Segue's daily professional learning time for grade level teams, general education and ELL teachers will coordinate to plan for instruction, differentiate for varying levels of English-language development, design assessments and analyze data.

Assessment System

Segue Institute for Learning employs a robust assessment system in order to make data-informed decisions regarding teacher practice and student support. In addition to the Special Education and English Language Learner screenings described in the previous section, all students will receive regular formative and summative assessments that focus on the following core areas:

- Phonics/Phonemic Awareness
- Word Knowledge
- Decoding Accuracy
- Comprehension
- Independent Reading Level
- Written Language
- Numbers and Operations

Literacy and math assessments are curriculum based and shared school wide and are therefore calibrated at the grade level. Assessments are also modified to various degrees for the individual needs of students in the class. Science curriculum (and humanities curriculum in the middle school) is teacher created, so assessments aren't as universal but still created collaboratively. The school additionally emphasizes the use of the STAR assessment for regular benchmarking of student progress. A detailed outline of our basic assessment protocol is listed in the chart to follow:

Grade	Phonics	Word Knowledge	Decoding	Comprehension	Independent Reading	Written Language	Number & Operations
K	<ul style="list-style-type: none"> • Letter/Sound ID • Dictation Task • Phonemic Awareness Task 	<ul style="list-style-type: none"> • Grade level sight word lists 	<ul style="list-style-type: none"> • Benchmark Assessment System (BAS) • DIBELS • STAR 	<ul style="list-style-type: none"> • BAS • STAR 	<ul style="list-style-type: none"> • BAS • STAR 	<ul style="list-style-type: none"> • Common Open Response Rubric 	<ul style="list-style-type: none"> • STAR • Math Probes
1	<ul style="list-style-type: none"> • Letter Sound ID • Dictation Task • Phonemic Awareness Task 	<ul style="list-style-type: none"> • Grade level sight word lists 	<ul style="list-style-type: none"> • BAS • DIBELS • STAR 	<ul style="list-style-type: none"> • BAS • STAR 	<ul style="list-style-type: none"> • BAS • STAR 	<ul style="list-style-type: none"> • Common Open Response Rubric 	<ul style="list-style-type: none"> • STAR • Curriculum based measures
2	<ul style="list-style-type: none"> • WADE Phonic Assessment 	<ul style="list-style-type: none"> • Grade level sight word lists 	<ul style="list-style-type: none"> • BAS • DIBELS • STAR 	<ul style="list-style-type: none"> • BAS • STAR 	<ul style="list-style-type: none"> • BAS • STAR 	<ul style="list-style-type: none"> • Common Open Response Rubric 	<ul style="list-style-type: none"> • STAR • Curriculum based measures

Promotion and Graduation Policy

No significant changes will be made to Segue's Promotion or Graduation Policy as a result of this expansion.

School Culture

Segue prides itself on a positive school culture which encourages all learners to view themselves as “at Promise”. It is the responsibility of all staff members to make the Segue Institute for Learning a safe and caring environment through utilization of school-wide positive behavior incentives and support systems that help assure that teachers can teach and students can learn. Segue believes that Staff set the tone for the educational environment by praising students who follow school-wide expectations and correcting students who fail to meet those expectations. School-wide data suggests that Segue's behavior program is highly effective. During the 2019-2020 school year Segue documented only 2 out of school suspensions and 6 in-school suspension. *Given the shortened year in-person year, it is important to also note that this is consistent with prior years (4 out of school suspensions in 18-19 and 3 in 17-18).*

Segue incorporates a school-wide positive behavior support system. Positive Behavior Interventions & Support (PBIS) is a system designed to promote and maximize academic achievement and behavioral competence. It is a school-wide strategy to help all students achieve important social and learning goals. As part of the PBIS system, we have established several clear rules and expectations for the behavior we expect in all areas of our school. These expectations are listed in every classroom and common areas of Segue's buildings. The school rules specifically address inappropriate behaviors, provide for a safer school environment and give more time for instruction.

SEGUE R.E.A.C.H Values:

R – Respect
E – Enthusiasm
A – Achievement
C – Citizenship
H – Hard Work

All students should strive for Segue's overarching REACH expectations, by:

- Showing Respect to all students and adults of my community.
- Expressing Enthusiasm towards school and strive to be my best.
- Working towards the Achievement of Segue standards.
- Modeling true Citizenship and try to make a difference.
- Engaging in Hard Work to reach my goals.

All students are required to adhere to Segue's School Wide Behavioral Expectations:

- Be on time and prepared.
 - follow scheduled times and have necessary materials.
- Follow directions the first time they are given.
 - from any/all staff
- Stay in your assigned area.
 - area/floor designated by teachers/staff
- Use positive language.
 - no put downs, bullying, disrespect towards staff/students/guests
- Keep hands, feet, objects and other body parts to yourself.
 - help create a safe environment for all

ENCOURAGEMENT OF BEHAVIORAL EXPECTATIONS

- **Verbal Recognition-** Positive praise is important when reinforcing positive behavior. Ratio 4:1.
Community Meeting/Mid-day Debrief.
- Positive Framing when communicating with students AT ALL TIMES.
- Teachers/Staff will have an opportunity to shout out community groups and/or community group members (scholars).
- Teachers/Staff will have an opportunity to recognize a scholar with a **Positive Office Referral**.

Teachers/Staff can inform students that a Talking Points message has been sent to a guardian/family member recognizing them for meeting our R.E.A.C.H. model.

- **Star System-** Students going above and beyond our expectations can earn a STAR. The student is recognized in front of their peers and receives a Talking Point message home informing the family of their success. Stars are worth 3 signatures (Falcon Points)!
- **Student of the Month-** Students are given an award and recognized in front of their peers and families for excelling in a specific subject and/or meeting our REACH model. SOTM recognitions are worth 5 signatures (Falcon Points).

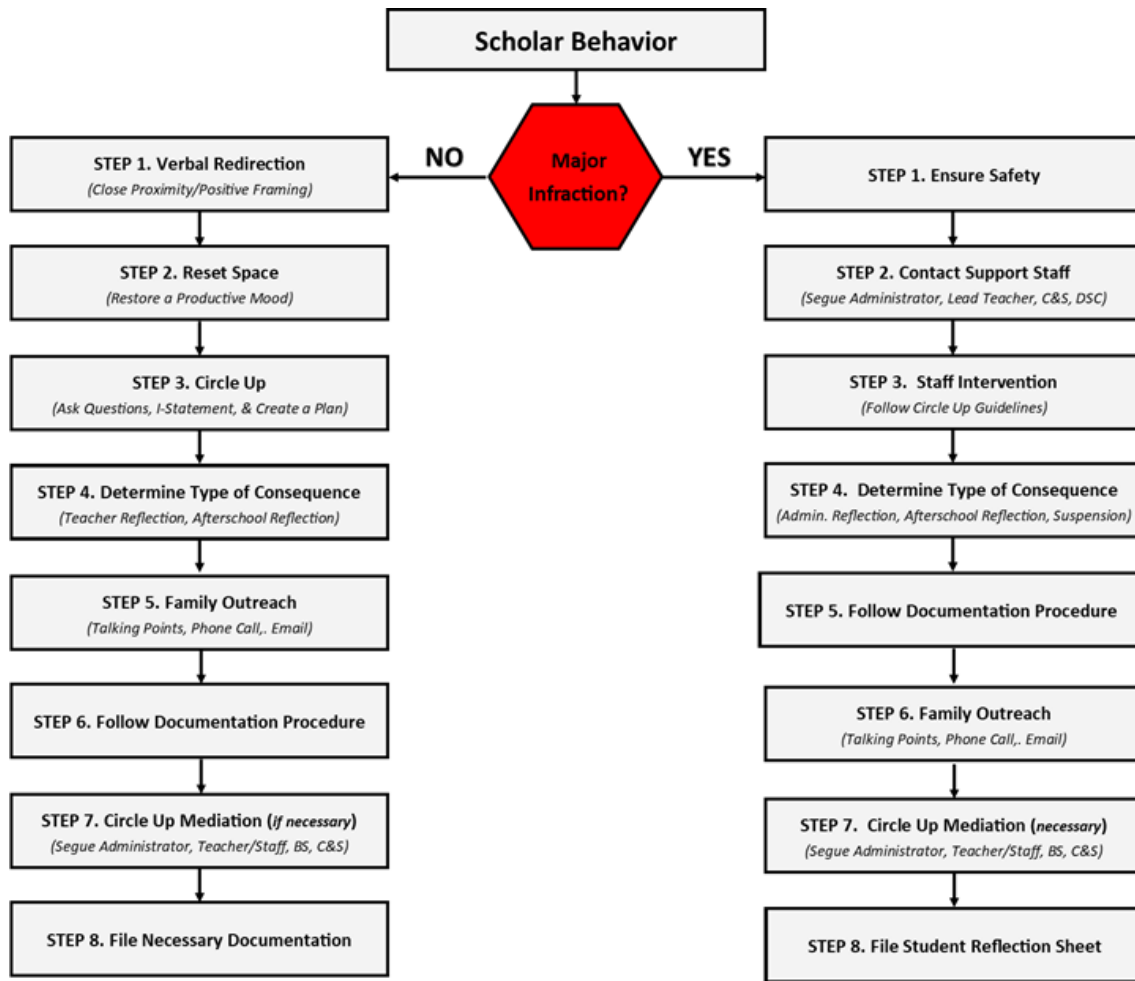
- **REACH Signature Sheets** – Every student will have a positive behavior tracking sheet that captures how they are meeting/exceeding pillars from our R.E.A.C.H Model.
- **REACH Signature Sheets Point System:** Students should have agendas on them at all times. Signature sheets are inside their agendas and students should keep signature sheets open on their desks during classes to serve as a visual reminder and opportunity to accumulate teacher signatures. There is a key at the bottom of each signature sheet to reference point values.
 - R.E.A.C.H. Signatures – 1 Falcon Point
 - Segue Star – 3 Falcon Point
 - S.O.T.M. – 5 Falcon Point
- **REACH Signature Sheets – Benchmark Reward System**

CASH IN SIGNATURES FOR....

- A visit to the Falcons' Nest (Prizes)
- Free Uniform Pass
- Pass to School-Wide Celebration
- Raffle Ticket: Gift Card (Burger King, Village Pizza, 5 Below etc....)

Reflective approach to school wide discipline: Segue believes that its responsibility as a group of professional educators is to make necessary efforts to best understand its students' behaviors. Too often educators give up on students due to their behaviors and behavior systems are developed to punish the negative behaviors out of students with exclusionary consequences. This approach to discipline potentially has dire consequences that greatly affect a student's educational trajectory and the student's life. It has been well documented that zero-tolerance policies affect minority students at exorbitant rates in comparison to their white counterparts. Schools with discipline practices that use detentions, suspensions, and expulsions, as predetermined consequences, often ignore the root cause of the behaviors, and only seek to remove students from their educational setting. Punishing students for unwarranted, inappropriate minor behaviors is easy, but this has no last effect in changing future behaviors. Exclusionary punishments for major behaviors disengage students in the learning process, build opposition towards school staff, and lead to dangerous labeling that negatively impacts future outcomes.

Instead, restorative practice looks at minor or major student incidents as learning opportunities by having students recognize their behavior, repair the harm, and take necessary steps to right the wrong. This takes effort, it takes coaching and modeling, but with dedicated educators such practices can make an impact that will last a lifetime. These exclusionary processes do not help in improving school community, school climate, or student behavior. It only leads to poor academic performance, increased drop-out rates, recidivism, retention, and lack of engagement. The long-term effect of these school behavior policies is what is known as the school-to-prison pipeline. One way to combat, what often plagues minority students and students with disabilities, is taking a more equitable approach to discipline. As a school community, Segue has shifted away from its early approach in hopes of eliminating student punishments and empowering students to take responsibility for their behaviors and become future change agents. As school leaders and professional educators, they reconsidered zero-tolerance policies and sought out equitable behavior policies that begin to build a culture that halts recidivism by addressing the root cause of problem behaviors, building emotional regulation and empathy through social-emotional learning opportunities, and valuing a collaborative approach with open communication to sustain restorative circles (mediations). The implementation of restorative practices is closely tied to their belief that Segue students are “at promise. “The focus is on a Reflective Approach to Discipline through mediation rather than punishment. The goal is to create and foster a culture of communication to resolve conflict by providing necessary parties the opportunity to have a voice and a place to be heard.



Minor Infractions	Major Infractions
<p>Not meeting our school-wide behavioral expectations</p> <ul style="list-style-type: none"> • Be on Time and Prepared • Follow directions the first time they are given. • Stay in your assigned area. • Use positive language. • Keep hands, feet, objects, and other body 	<ul style="list-style-type: none"> • Physical Aggression/Fighting • Insubordination/Non-Compliance • Abusive/Threatening Language • Harassment • Bullying • Eloping from Physical Space • Theft • Property Damage

parts to yourself.	<ul style="list-style-type: none"> ● Inappropriate display of affection ● Possession of drugs, tobacco, alcohol, and/or weapon. ● Arson
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Segue has a progressive system of consequences that will be consistently followed when students do not adhere to our school wide expectations. When students have challenges following school rules and expectations, parent involvement is necessary in assisting Segue’s implementation of an action plan to change disruptive behaviors. Students who fail to adhere to Segue’s Reach and School Wide Behavioral Expectations may receive the following Consequences:

- Parent/Guardian Contact/ Parent/Guardian Meetings
- Teacher/Office Detention: Afterschool (up to 1 hour)
- Friday Administrative Detentions (up to 3 hours)
- Social Suspensions
- In-School/Out of School Suspension
- Necessary Placement

It is important to note that at Segue, while upholding high expectations, teachers rarely need to leverage the “higher ranking” disciplinary actions such as suspension. Based on Segue’s strong school culture, it has been able to keep its suspension rate extraordinarily low. For example, In the 2018-2019 school year, Segue used out-of-school suspension 1.7 times per 100 students

That being said, In accordance with the Rhode Island Department of Education’s School Policy, Segue has a state-mandated Zero Tolerance Policy which will result in students being disciplined who possess weapons, engage in repeated fights or acts of violence, or are found in possession of drugs, alcohol, or tobacco. If students are found to be selling or furnishing controlled/prohibited substances they will be recommended for discipline under the Zero Tolerance Policy on their first offense, except for tobacco violations. Repeated incidents of fighting, violent acts, causing serious injury to another person, or bullying will also result in a recommendation for discipline under the Zero Tolerance Policy.

8. Organizational Capacity

Key Personnel Changes

In order to effectively service students from grades K-2, Segue must evolve its current staffing model. Full details of its proposed staffing changes are outlined in appendix C of this application. As Segue IFL's student population will grow year over year for three years until the elementary school is at scale, so too will the school's faculty. A summary of these changes is provided below:

School Year	Staff Additions
2021-2022	<ul style="list-style-type: none">• Director of Academics• Elementary School Principal & Middle School Principal (1 position to 2)• 2 General Education Teachers (ELL Certified)• .5 Teaching Fellow• .5 Behavior Specialist• .5 Counseling Supervisor• 1 Special Education Teacher
2022-2023	<ul style="list-style-type: none">• 2 General Education Teachers (ELL Certified)• .5 Teaching Fellow• .5 Behavior Specialist• 1 Maintenance Staff member• 1 Gym/Health Teacher• .5 Family & Community Engagement Secretary
2023-2024	<ul style="list-style-type: none">• 2 General Education Teachers (ELL Certified)• 1 Teaching Fellow• .5 Behavior Specialist• 1 Special Education Teacher

As you will see reflected in the chart above, not only will Segue IFL be adding capacity for each grade level but it will also be shifting the structure of its administrative staff. Currently the school has one principal for all grades. At the start of 2021-2022, this role will be split, with grades 5-8 reporting to the middle school principal and grades K,3,4 (eventually K-4) reporting to an Elementary School Principal.

During the 2020-2021 school year, an interim step will be taken to have a principal resident shadowing the middle school principal and providing additional support for elementary oversight. A Director of Academics position will also be added to provide additional curricular support across all grade levels. Additionally, our staff will grow, at scale, to meet the needs of 40 new students per grade per year.

Community Partners & Service Providers

As a full-service community school, Segue will continue to engage many community providers in collaborative support of the school community. Major community partners currently include the RI College Crusade, Progresso Latino, Providence College, WestEd, The Rhode Island Department of Education, The Rhode Island Food Bank, and the Inner You Counseling Center, among many others. In addition, segue leverages contractual providers for several services, on an as needed basis. These include CBS Therapy for speech and occupational therapy, Be Moore for translation/interpretation, Private doctors for psychological assessments, and First Student for transportation. The remainder of services are included in house, whenever possible, such as maintenance and food service.

Family Engagement

Segue Institute for Learning believes that Family Involvement is critical to student achievement. therefore, Segue has a required 10-hour participation pledge for all families. The school believes that parent/family involvement begins, but does not end, at home. Research has shown that effective parent involvement makes a positive difference in the educational success of children. When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background and the parent's own educational level. Students whose parents are involved generally have higher grades and test scores, better attendance, and more consistently complete homework. Those students also have higher graduation rates and greater enrollment rates in postsecondary education.

Segue Institute for Learning has an open-door policy for all its families. The school welcomes families to come in and voice any concerns they may have. Segue also welcomes families into the classroom. Parents/Guardians are welcomed into classrooms to observe and be part of their child's educational experience. Segue IFL also highly recommend parents/guardians join its Family Engagement Committee which meets monthly.

All families will receive the Segue Home/School compact – explaining the shared responsibility between the school and home for the academic success of all students. Parents, students and lead teachers will sign this compact with one copy staying at home and one in the student's academic file. (This compact will be reviewed each Fall). All families will receive the Segue Family and Student Handbook which contains the school's mission statement, the Home School/Compact and the Title I Parent Involvement Policy. Segue Institute for Learning will encourage parents, staff and members of the community to participate a minimum of ten hours throughout the school year. These participation opportunities include but are not limited to:

- A. Community building opportunities (Fall Dinner, Fundraising events, Brains and Beauty Night and "Do what I do" workshops in all content areas)
- B. Segue open door/classroom policy
- C. Family Engagement Committee Meetings
- D. Adult Education Programs
- E. Celebrating and supporting student, family and teacher achievements through student and family recognition events"

To ensure the effective engagement of families and to support a partnership between the Segue Institute for Learning and the parent community and to improve student academic achievement, school staff shall:

- Provide assistance to the parents of our students to help them understand the curriculum in all areas, including the state assessment - RICAS. This shall be done by, but is not limited to:

- An Annual School Report-Out Night, which will be held in late spring after the state releases the annual Report Card to the Segue Institute for Learning. RICAS scores will be analyzed for the parents.
- Our Technology Director will hold a PowerSchool Workshop for parents/guardians to learn how to use the site to check their student's up to date grades, schedule, attendance and homework and classroom assignments.
- The Literacy Specialist will assist parents/guardians in understanding the ELA curriculum and reading strategies to help their children at home.
- The Math Specialist will assist parents/guardians in understanding the math curriculum as well as strategies to help their children at home.
- Providing parents/guardians different opportunities in the community through agencies that are present at Orientation and family events throughout the school year.
- The Family Engagement staff will provide families with information on a variety of community resources that are available to them at any time.
- Portfolio information workshops for families and student portfolio presentations days for families to attend.

9. Facilities

Segue Institute for Learning is privileged to be able to own, outright, two neighboring buildings on Cowden St. in Central Falls. Currently, one building serves as the middle school and the other serves as the elementary school. Some services are provided for all students in a singular building - for example, lunch. Floor plans for the space are attached in appendix F. As eventual expansion has been part of the school's long-term vision, Segue IFL has been careful to operate in these spaces such that they can easily be augmented to add additional grades, serving more students. Following this, the school does not foresee any significant capital improvement requirements as a result of expansion. However, expansion has provided Segue IFL with an opportunity to reassess its facilities plan to ensure that in adding new grades it will continue to provide accessible, quality, learning spaces for all. Therefore, the school does have a small reserve for capital improvements. Although it is not mandated, the school will conduct a formal facility review which may result in additional investments. Facilities improvements will not impact opening time or the school's readiness to serve students from day one of their education at Segue. Additionally, the only operational adjustments that Segue IFL foresees as a result of the expansion relate to school day schedule and dismissal.

10. Operations

In general, school operations will remain largely the same as a result of our expansion. However, Segue IFL intends to adjust the school's daily schedule, including dismissal times, in order to ensure a strong transportation plan that is mindful of all school activities in our city (traditional and charter). The school will also adjust, prior to expansion, to meet the expectations of the new statewide school calendar. The school's Friday school day will also be extended, removing the previous practice of Friday early dismissal. This year (19-20) Segue IFL laid the foundation for shifting successfully from "common planning time" focused on the Friday afternoon block to "professional learning time" to allow for professional development to be embedded within the school day rather than reserved for Friday afternoons. The schedules have also been designed so that available windows of planning time overlap for staff who would regularly collaborate for co-teaching. Segue will use full PD days blocked out in its school calendar for strategic topics that impact all staff, the time within the school day for more pointed growth and learning in departments.

11. Finance and Budget

As requested, a realistic 5-year budget project projection is attached to this application within appendix D. Based on Segue IFL's strong track-record of success in fiscal management, the school is confident that it will be able to continue to meet all performance expectations for finance, including, but not limited to, current ratio, unrestricted days of cash and debt to asset ratio. Segue's Finance Committee meets monthly to review all financial information including but not limited to bank reconciliations, payables, receivables and income statements. The finance committee reports to the full board at each board meeting. Segue has risk management controls in place and follows guidelines for purchasing and all aspects of our accounting policies.

Below, please find a full narrative justification of Segue IFL's proposed projected budget. Please note that this budget speaks primarily to general operating costs, and is not inclusive of the ambitious plans which our school aspires to, should we be given the opportunity to leverage a Charter School Program Grant.

Budget Overview:

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Projected Income/Revenue	\$ 4,064,388.76	\$ 4,580,730.01	\$ 5,097,071.26	\$ 5,097,071.26	\$ 5,097,071.26
Total Projected Expenditures	\$ 4,064,388.76	\$ 4,580,730.01	\$5,097,071.26	\$,097,071.26	\$5,097,071.26
Budget Contingencies/Reserve included in Expenditures	\$0	\$117,617.96	\$57,472.09	\$46,847.68	\$41,774.56

The chart above outlines our proposed, overall, expenditure plan for five years, starting with the year 1 (2021-2022 school year).

Income:

As per all Charter Schools, Segue’s expected revenue is primarily driven by the number of students which it serves and the coordinating state and local shares of each student’s per pupil expenditure. As all of Segue’s students come from the same community, Central Falls, there is not dramatic fluctuation across income per student, as can be seen in schools which serve multiple sending communities. The average per pupil revenue is just over \$13,000, increasing slightly each year. We also expect federal formula funds for specific populations. Occasionally Segue additionally receive restricted grants for specific purposes, such as its food pantry. As these funds fluctuate significantly per year, they have not been included in these projections. The same can be said for the Charter School Partnership Grant, which is not yet an “expected” funding source. Should preliminary approval be granted, Segue does however intend to submit a multi-year grant application under this program and will provide a separate budget upon request.

Expenditures:

School Management

Within this category, Segue has allotted funds to cover the salaries of 2 school principals and 3 of support staff. The school have additionally budgeted \$10,000 in year 1 for the school office; these funds will cover office supplies, copy machine maintenance and supplies, etc. The breakdown of the funds year over year is as follows:

School Management	Year 1	Year 2	Year 3	Year 4	Year 5
	\$381,533.76	\$382,679.19	\$394,160.01	\$405,984.76	\$418,163.19

Program/Operations Management

Within this category, Segue IFL has allotted funds to cover the salaries of its Executive Director, Director of Finance and Operations and Director of Technology, Finance Office Support Staff and Technology Specialist. This category also includes funding for legal and business operations and Information & Technology. Within the IT category Segue intends to cover the cost of its SIS system and any related systems. Segue will also reserve \$5,000 each year for its School Board which includes meeting supplies and printing supplies. The breakdown of the funds year over year is as follows:

Program/Operations Management	Year 1	Year 2	Year 3	Year 4	Year 5
	\$559,127.57	\$543,266.53	\$604,001.52	\$667,832.57	\$734,892.54

Instruction

Within this category, Segue has allotted funds to cover Teacher Salaries, Paraprofessional Salaries, Pupil Use Technology and Instructional Supplies. Each year, these funds increase in order to best support our growing student population. Each student will have a chrome book assigned to them. The breakdown of the funds year over year is as follows:

Instruction	Year 1	Year 2	Year 3	Year 4	Year 5
	\$1,577,338.58	\$1,844,707.93	\$2,045,278.05	\$2,081,107.85	\$2,141,016.56

Instructional Support

Within this category Segue has allotted funds to cover pupil support salaries: Family Engagement team which includes Social Workers, Behavior Specialists, Nurse, Student Opportunities Coordinator and Alumni Coordinator, Family Engagement Coordinator are all part of our student supports. Also included are Segue's Academic Intervention teachers. Program Management, Guidance and Counseling, Library and Media, Extracurricular, Student Services, Student Health Services,

Academic Interventions, and staff development. The breakdown of the funds year over year is as follows:

Instructional Support	Year 1	Year 2	Year 3	Year 4	Year 5
	\$537,164.00	\$561,591.00	\$590,148.00	\$611,331.00	\$633,525.00

Operations

Within this category Segue IFL has allotted funds to cover facilities maintenance, transportation, food services, safety, building upkeep, maintenance contracts and utilities. Segue is fortunate to not have any leases, or debt services. Segue has additionally have reserved some funding for capital improvements that will include a feasibility survey to determine how to use its spaces efficiently and effectively as it expands. The breakdown of the funds year over year is as follows:

Operations	Year 1	Year 2	Year 3	Year 4	Year 5
	\$393,055.85	\$447,601.00	\$667,946.00	\$526,141.00	\$354,119.00

Other Obligations

Within this category Segue has allotted funds to cover fringe, including mandatory taxes, state teacher pension, simple IRA, medical, dental, life and vision insurance. In accordance with Segue's staffing plan, fringe is expected to increase during each year of school growth. The breakdown of the funds year over year is as follows:

Other Obligations	Year 1	Year 2	Year 3	Year 4	Year 5
	\$616,169.00	\$683,266.40	\$738,065.60	\$757,826.40	\$773,580.40

Community Services

Community services are fundraised for and budgeted for separately as the availability of grants for these purposes fluctuates by year. They have therefore not been included in this budget.

Budgeted Contingencies

We have budgeted contingencies to be ready for any unexpected situations that may develop. These funds do not yet have a reserved purpose. Please see summary chart at top of this section for reservation amounts.

12. Schedule and Calendar

Section not applicable as this is an expansion request. However, we are proposing calendar changes which have been included in our operations summary.

13. Startup Timeline

Section not applicable

14. Variances

The Segue Institute for Learning is not currently operating under any variances and does not seek any new variances based on its proposed expansion

15. CSP Intent to Apply

The Segue Institute For Learning enthusiastically submits this letter of intent to apply for Charter School Program subgrant funding. As outlined in our expansion proposal, the mission of Segue is to foster a community where students take ownership of their education. The Segue Institute for Learning is a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community.

Our school serves “At Promise” students from the community of Central Falls, most meeting the federal definition of “educationally disadvantaged”. The proposed expansion would add grades K, 1 and 2 to our school, creating the need for elementary-targeted programming, curriculum and supplies as well as the recruitment and training of new faculty and staff. The expansion period will also serve as a meaningful time to pilot new activities such as a more formal extended day program, an intro to kindergarten summer program and a formal collaboration with Central Falls Public School District related to best practice sharing and professional development.

Should Segue become eligible for these funds, our school would request a planning period of approximately 6 months (the time between preliminary approval and start of the 21-22 school year) and the remaining maximum allowable time for implementation funds (2 years of school operation).

During the (short) planning period, funds will be leveraged for activities that are specific to the launch of our expansion, including: advertising and student recruitment, teacher recruitment and training and academic program development and early onboarding of our elementary school administrator and Academic Director. We intend to request approximately \$300,000 during this period.

The majority of funds requested (approximately \$600,000) will be for the implementation period, starting with the launch of the 2021 academic year. We intend to use these funds for: Supplies and equipment that are appropriately sized for K-2 learners, technology, curricular planning, resources and professional development service providers. We would extend as many training and curricular resources as possible to the CFSD, in alignment to our expansion goals. As a result of these funds, Segue will be better positioned to meet its expansion goals, including:

1. By the 2021-2022 school year, successfully augment governance structure for Segue IFL
2. Successfully recruit and fill 40 new seats per year, in alignment with proposed growth.
3. Recruit, hire and support high quality educators for all new positions; when possible prioritize candidates with ELL certification and/or who demonstrate strong cultural competence.
4. Extend all family engagement school specific goals to families of students in grades K-2
5. Successfully plan for, submit and implement a thorough plan for Charter School Partnership Funds (pending preliminary approval) in order to ease expansion and foster partnership with CFSD.

This will help us to ensure that Segue is one step closer to ensuring that all youth that attend our school are given the opportunity to excel and to view themselves as “At Promise” learners.

16. Appendices

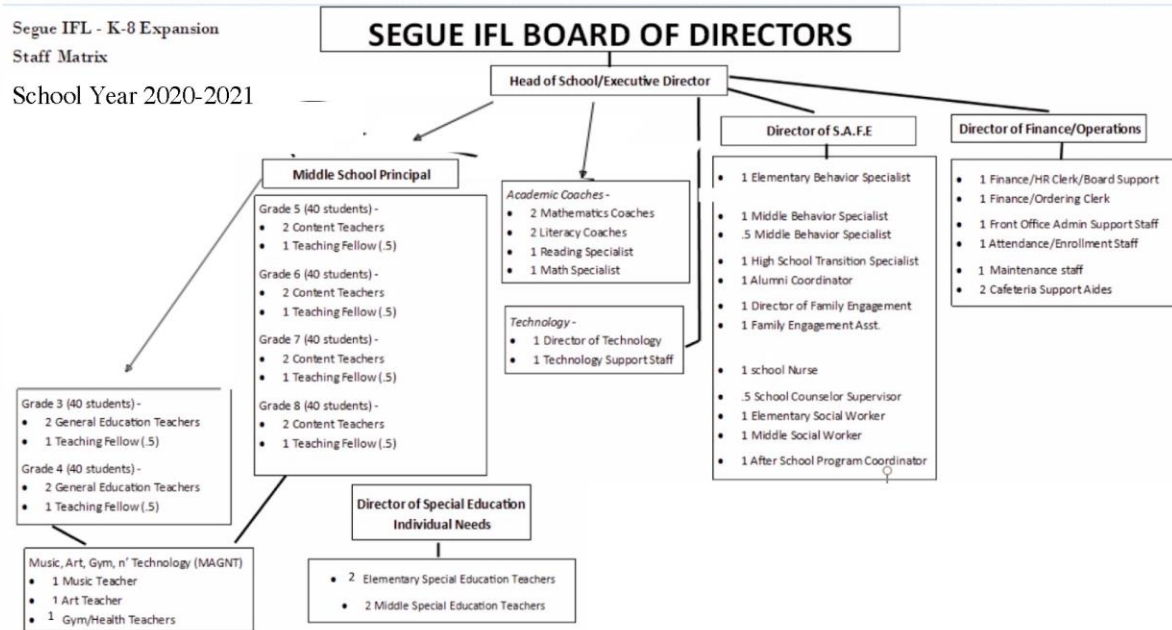
A. Enrollment Table

School Year	Grade Levels Served	Total Enrollment	School Districts
2021/22	K; 3-8	280	Central Falls
2022/23	K-1;3-8	320	Central Falls
2023/24 (at scale)	K-8	360	Central Falls

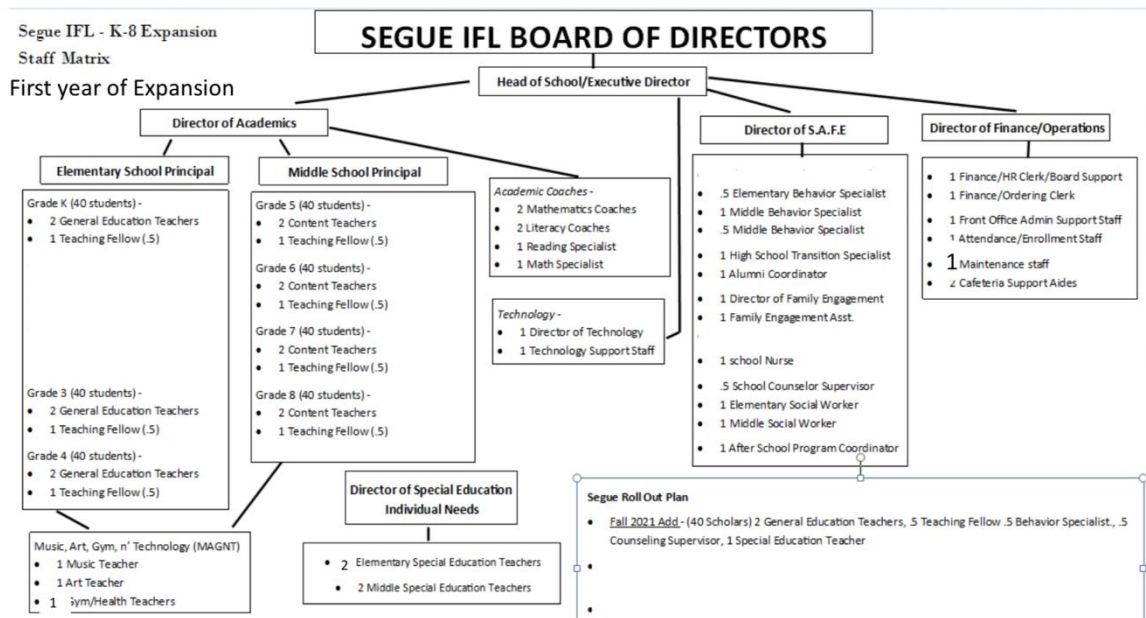
B. Evidence of Community Support

C. Organizational Charts

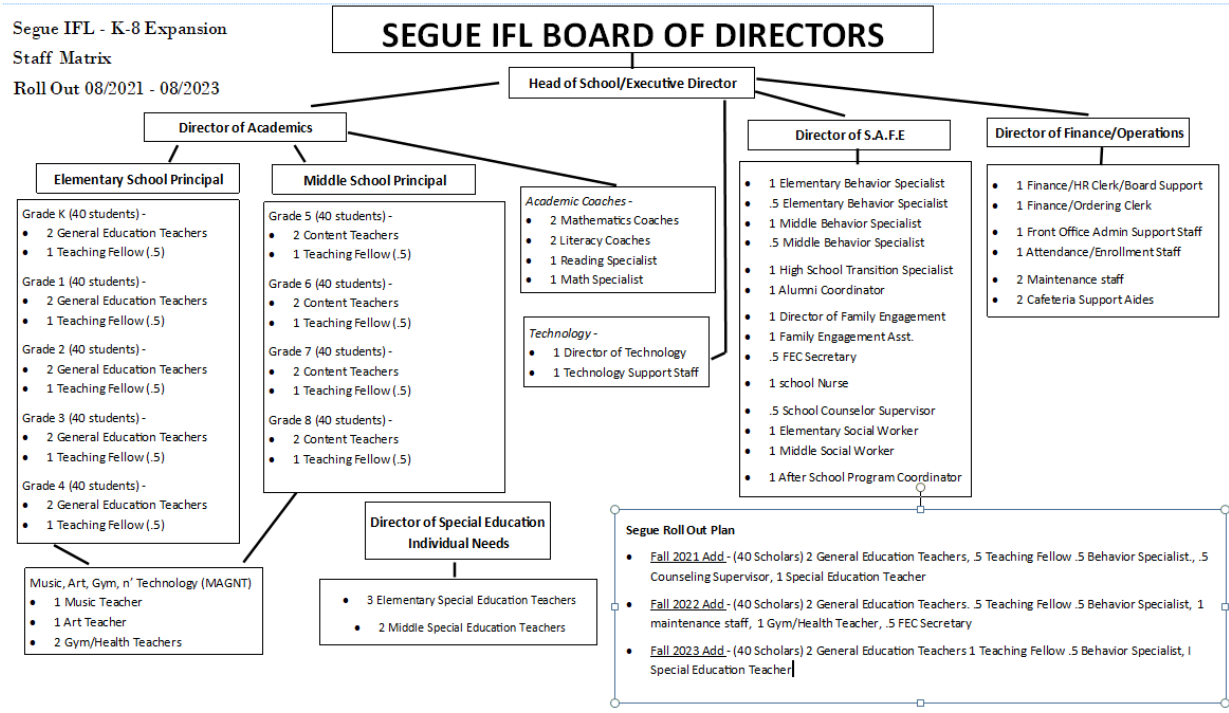
C1. Organizational Chart as of the current school year (2020-2021)



C2. Organizational Chart in year 1 of the expansion (2021-2022)



C3. Organizational Chart in year 5 of the expansion/fully expanded K-2



D. Budget

E. Endnotes

1. [NYU study: Students in K-8 model more academically confident than middle school peers](#)
2. Kim, H. Y., Schwartz, K., Cappella, E., & Seidman, E. (2014). Navigating Middle Grades: Role of School Context in Students' Social Adaptation and Experiences. Society for Research on Educational Effectiveness.
3. Clark, D. M., Slate, J. R., Combs, J. P., & Moore, G. W. (2013). Math and Reading Differences between 6-8 and K-8 Grade Span Configurations: A Multiyear, Statewide Analysis. *Current Issues in Education*, 16(2), 1-16.
4. <https://www.providencejournal.com/news/20200112/as-new-students-pour-in-central-falls-seeks-funds>
5. National Mathematics Advisory Panel. (2008). *Foundation for success: The final report of the national mathematics advisory panel*. Washington, DC: U.S. Department of Education.

F. Facility floor plans

Enrollment and Funding Estimates

Table 1: Total Enrollment Estimate

	FY2022		FY2023		FY2024		FY2025		FY2026
Name of Community	#	%	#	%	#	%	#	%	#
CENTRAL FALLS	280	100%	320	100%	360	100%	360	100%	360
Total Enrollment	280	100%	320	100%	360	100%	360	100%	360

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column is the percentage of FRL students by town, and overall.

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026
	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#
CENTRAL FALLS									
Total FRL Enrollment	0	0%	0	0%	0	0%	0	0%	0

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026
	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$
CENTRAL FALLS	\$3,151	\$882,280	\$3,151	\$1,008,320	\$3,151	\$1,134,360	\$3,151	\$1,134,360	\$3,151
Average Local Per Pupil	\$3,151		\$3,151		\$3,151		\$3,151		\$3,151
Total Local Aid		\$882,280		\$1,008,320		\$1,134,360		\$1,134,360	

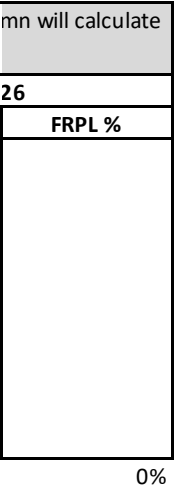
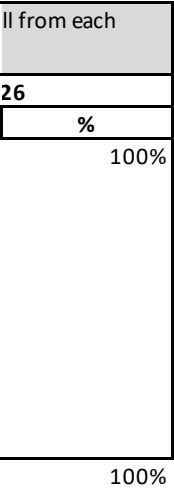
Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

FY 2021	Core Amount:		\$10,310						
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total
CENTRAL FALLS	\$10,310	\$4,124	94.6%	280		\$2,732,109	#VALUE!	#VALUE!	#VALUE!
Average and total				280	0		#VALUE!	#VALUE!	

Table 5: Total Aid

	FY2022	FY2023	FY2024	FY2025	FY2026
Total Local	\$882,280	\$1,008,320	\$1,134,360	\$1,134,360	\$1,134,360
Total State	\$2,732,109	\$3,122,410	\$3,512,711	\$3,512,711	\$3,512,711
	\$3,614,389	\$4,130,730	\$4,647,071	\$4,647,071	\$4,647,071



STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School:

Implementation and Operations

	FY2022	FY2023	FY2024	FY2025	FY2026
MAJOR ASSUMPTIONS					
A Average local aid per pupil	3,151.00	3,151.00	3,151.00	3,151.00	3,151.00
B Average state aid per pupil	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
C Student Enrollment	280	320	360	360	360
D Gross Square Footage (GSF) of facility					
E <i>Staffing</i>					
E1. School Principals/Asst Principals	3.0	3.0	3.0	3.0	3.0
E2. School Support Staff	3.0	3.0	3.0	3.0	3.0
E3. Executive Director/Superintendent	1.0	1.0	1.0	1.0	1.0
E4. Deputies/Administrators	1.0	1.0	1.0	1.0	1.0
E5. Program/Operations Support Staff	3.0	3.0	3.0	3.0	3.0
E6. Teachers	23.0	25.0	27.0	27.0	27.0
E7. Paraprofessionals	4.0	4.5	5.5	5.5	5.5
E8. Pupil Support	7.5	7.5	8.0	8.0	8.0
E9. Teacher Support					
E10. Program Management	3.0	3.5	3.5	3.5	3.5
E11. Special Services	3.0	4.0	5.0	5.0	5.0
E12. Facilities Maintenance	2.5	3.5	3.5	3.5	3.5
F Staff FTE	54.0	59.0	63.5	63.5	63.5
Subtotal:					
OPERATING REVENUES					
1 Local Revenue	882,280.00	1,008,320.00	1,134,360.00	1,134,360.00	1,134,360.00
2 State Revenue	2,732,108.76	3,122,410.01	3,512,711.26	3,512,711.26	3,512,711.26
3 Grants - Charter Schools Program					
4 Grants - Private					
5 Federal formula funds (inc. Title I, III and IDEA)	250,000.00	250,000.00	250,000.00	250,000.00	250,000.00
6 Capital Projects Funds					
7 Other:	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00
8 TOTAL OPERATING REVENUES	4,064,388.76	4,580,730.01	5,097,071.26	5,097,071.26	5,097,071.26

OPERATING EXPENDITURES**School Management**

9	Salaries: Principals and Assistant Principals	242,647.76	249,927.19	257,425.01	265,147.76	273,102.19
10	Salaries: Support Staff	128,886.00	132,752.00	136,735.00	140,837.00	145,061.00
11	School Office	10,000.00				
12	Other:					
13	Subtotal:	381,533.76	382,679.19	394,160.01	405,984.76	418,163.19

Program/Operations Management

14	Salaries: Executive Director or Superintendent	139,344.58	143,524.92	147,830.66	152,265.58	156,833.55
15	Salaries: Deputies and Administrators	160,486.99	100,793.74	103,817.54	106,932.07	110,140.03
16	Salaries: Support Staff	117,296.00	164,947.88	215,353.32	268,634.92	324,918.96
17	Legal	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
18	School Board	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
19	Business Operations	88,000.00	90,000.00	92,000.00	94,000.00	96,000.00
20	Information Management and Technology	44,000.00	34,000.00	35,000.00	36,000.00	37,000.00
21	Other:					
22	Subtotal:	559,127.57	543,266.53	604,001.52	667,832.57	734,892.54

Instruction

23	Salaries: Teachers	1,338,102.58	1,550,873.93	1,733,154.05	1,760,780.85	1,811,994.56
24	Salaries: Paraprofessionals	116,736.00	163,834.00	175,124.00	183,327.00	192,022.00
25	Stipends and Bonuses					
26	Pupil-Use Technology, Hardware, and Software	51,000.00	55,000.00	57,000.00	57,000.00	57,000.00
27	Instructional Materials Supplies	71,500.00	75,000.00	80,000.00	80,000.00	80,000.00
28	Other:					
29	Subtotal:	1,577,338.58	1,844,707.93	2,045,278.05	2,081,107.85	2,141,016.56

Instructional Support						
30	Salaries: Pupil Support	343,113.00	357,153.00	379,670.00	397,493.00	416,237.00
31	Salaries: Teacher Support					
32	Salaries: Program Management	120,551.00	123,938.00	126,978.00	130,338.00	133,788.00
33	Salaries: Special Services					
34	Guidance and Counseling	36,000.00	39,000.00	41,000.00	41,000.00	41,000.00
35	Library and Media	3,000.00	3,500.00	4,000.00	4,000.00	4,000.00
36	Extracurricular	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
37	Student Services, Outreach, Recruitment	7,000.00	7,500.00	7,500.00	7,500.00	7,500.00
38	Student Health Services	2,500.00	3,000.00	3,500.00	3,500.00	3,500.00
39	Academic Interventions	5,000.00	7,500.00	7,500.00	7,500.00	7,500.00
40	Curriculum Development					
41	In Service, Staff Development, and Support	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
42	Assessment					
43	Other:					
44	Subtotal:	537,164.00	561,591.00	590,148.00	611,331.00	633,525.00
Operations						
45	Salaries: Facilities Maintenance	71,526.00	74,601.00	80,446.00	84,641.00	89,119.00
46	Transportation	4,500.00	5,000.00	5,500.00	5,500.00	5,500.00
47	Food Services	35,000.00	37,000.00	39,000.00	40,000.00	40,000.00
48	Safety	15,500.00	20,000.00	20,000.00	20,000.00	20,000.00
49	Building Upkeep and Maintenance	58,200.00	60,000.00	62,000.00	64,000.00	65,000.00
50	Maintenance Contracts	45,000.00	46,000.00	46,000.00	47,000.00	48,000.00
51	Utilities	99,500.00	105,000.00	115,000.00	115,000.00	11,500.00
52	Lease					
53	Debt Service					
54	Capital Projects			300,000.00	150,000.00	75,000.00
55	Other:	63,829.85	100,000.00			
56	Subtotal:	393,055.85	447,601.00	667,946.00	526,141.00	354,119.00
Other Obligations						
57	Fringe Benefits	573,169.00	638,266.40	691,065.60	708,826.40	722,580.40
58	Insurance (non-employee)	43,000.00	45,000.00	47,000.00	49,000.00	51,000.00
59	Retiree Benefits					
60	Purchased Management Services					
61	Other:					
62	Subtotal:	616,169.00	683,266.40	738,065.60	757,826.40	773,580.40
Community Services						
63	Community Service Operations					
64	Other:					
65	Subtotal:	0.00	0.00	0.00	0.00	0.00
66	Budgeted Contingencies		117,617.96	57,472.09	46,847.68	41,774.56
67	TOTAL OPERATING EXPENDITURES	4,064,388.76	4,580,730.01	5,097,071.27	5,097,071.26	5,097,071.26

68 **SURPLUS/(DEFICIT)**

<u>(0.00)</u>	<u>(0.00)</u>	<u>(0.00)</u>	<u>0.00</u>	<u>0.00</u>
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